

STATE RANKING

Michigan had the 20th largest Latino population in the U.S.¹

K-12 POPULATION

In Michigan, 5% of the K-12 population was Latino.²

STATE POPULATION

In Michigan, 4% of the state population was Latino.³ Projections show a continued increase.

MEDIAN AGE

The median age of Latinos in Michigan was **24**, compared to **40** for White non-Hispanics.⁴

DEGREE ATTAINMENT

In Michigan, **21%** of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to **36%** of all adults.⁵

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 5.5 million degrees by 2020.

To reach the degree attainment goal by 2020, Michigan can: 1) close the equity gap in college completion; 2) increase the number of degrees conferred; and, 3) scale up programs and initiatives that work for Latino and other students. The following is a framework for tracking Latino degree attainment in Michigan.

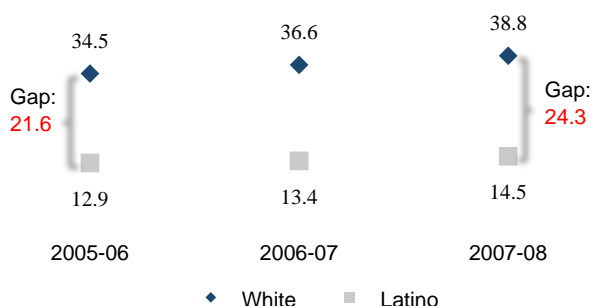
Equity Gap in Degree Completion

Closing the equity gap in college completion can be tracked by the 3 measures provided below. Alone, none of these measures capture the entire “story” of equity in degree completion. However, in combination, they provide a useful picture of the equity gap in degree attainment between Latino and white cohorts in Michigan in a single year (2007-08) and the persistence of the gap over time (2006-08).

Michigan	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	39.1	46.9	7.8
Completions per 100 FTE Students	15.3	18.2	2.9
Completions Relative to the Population in Need	14.5	38.8	24.3

Graduation rates - Total graduation within 150% percent of program time for first-time, full-time freshman
Completions per 100 FTE students – Total undergraduate degrees and certificates awarded per 100 full-time equivalent students (incorporates part-time students)
Completions Relative to the Population in Need – Total undergraduate degrees and certificates awarded per 1,000 adults aged 18 to 44 relative to the adult population with no college degree

Completions Relative to the Population in Need: 2006 to 2008



¹ U.S. Census 2010, American Fact Finder, Demographic Profile Summary. <http://factfinder2.census.gov>

² U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Public Elementary/Secondary Education Survey", 2009-10, v.1b. [www.nces.ed.gov/ipeds/data/](http://nces.ed.gov/ipeds/data/)

³ U.S. Census 2010: Michigan. <http://2010.census.gov/2010census/data/>

⁴ U.S. Census Bureau, 2006-2010 American Community Survey. www.census.gov/acs

⁵ Lumina Foundation for Education. *A Stronger Nation Through Higher Education. Educational Attainment Levels for the States.* www.luminafoundation.org

Degrees Conferred

Another metric to benchmark college completion is to track the progress of total degrees awarded over time. This measure may be the result of an increase in overall enrollment numbers rather than an increase in rates of completion. From 2005-06 to 2007-08,

- the number of Hispanics who earned an undergraduate degree in Michigan increased about 7% from 2006-08, while all other race/ethnic groups increased 3%.
- among the 50 states, Michigan ranked 26th for the increase in degrees conferred to Latinos over 3 years.

For more information on these metrics, download *Benchmarking Latino College Completion to Meet National Goals: 2010 to 2020* and *Degrees Conferred to Latinos: 2006-2008* at www.EdExcelencia.org/research/EAF/Benchmarking

Examples of What Works for Latino Students

There are institutions in Michigan showing success in enrolling, retaining, and graduating Latino students. The following is an example of an institutional program with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

Center for Chicano-Boricua Studies – Wayne State University

The mission of the Center for Chicano-Boricua Studies (CBS) is to transform the University, and ultimately society, by providing equitable access to a quality university education to students interested in U.S. Latina/o and Latin American cultural studies while enhancing diversity on campus. Now celebrating its 40th Anniversary, CBS accomplishes its mission through an integrated four-part program including: 1) Comprehensive Student Services and Academic Success Programs, 2) Research on U.S. Latina/o and Latin American Culture, 3) Internal University Advocacy on Latina/o Issues, and 4) Outreach and Service to Broader Communities. CBS participants largely outperform their WSU First Time in Any College (FTIAC) peers in all areas of measured student success. CBS participants passed English 1010 at a rate of 94% during their first fall semester, passed Math 0993 at a rate of 80% during the same semester, were retained at a rate of 86% and persisted into the following semester at a rate of 91%. This is compared to WSU success rates of 71% in English 1010, 44% in Math 0993, an 89% retention rate and a 75% fall-to-fall persistence rate for 2008 FTIACs. Despite enrolling students with lower average high school grade point averages and ACT scores, CBS Scholars generally outperform their WSU FTIAC peers. (<http://www.clas.wayne.edu/cclas/>)

For more information on institutional programs improving Latino student success in higher education, access *Excelencia* in Education's Growing What Works database at <http://www.edexcelencia.org/examples>

Ensuring America's Future partners in Michigan:

Corporation for a Skilled Workforce: www.skilledwork.org

Kresge Foundation: www.kresge.org

Midwestern Higher Education Compact (MHEC): www.mhec.org